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CONSUMER TIME

R- 212

SCHOOL LUNCHES

NETWORK: NBC

DATE: September 23, 1944

ORIGIN: WRC - WITH HANTHORNE, CALIFORNIA
PICK-UP

TIME: 12:15-12:30 PM- EWT

(Produced by the Office of Distribution of the War Food Administration, this script is for reference only and may not be broadcast without special permission. The title CONSUMER TIME is restricted to network broadcast of this program...presented for more than eleven years in the interest of consumers.)

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U. S. DEPARTMENT OF AGRICULTURE
1. SOUND: CASH REGISTER...MONEY IN TILL

2. JOHN: It's CONSUMER TIME!

3. SOUND: CASH REGISTER...CLOSE DRAWER

4. ANNCR: During the next 15 minutes the National Broadcasting Company and its affiliated independent stations make their facilities available as a public service to the War Food Administration for the presentation of CONSUMER TIME.

5. JOHN: CONSUMER TIME salutes all the school children in America who've gone back to the three R's after a busy summer.

6. SOUND: SCHOOL BELLS RINGING

7. FREYMAN: And don't forget their mothers and teachers, Johnny.

8. JOHN: Yes...if I know their mothers, Mrs. Freyman, the sound of those bells is welcome music.

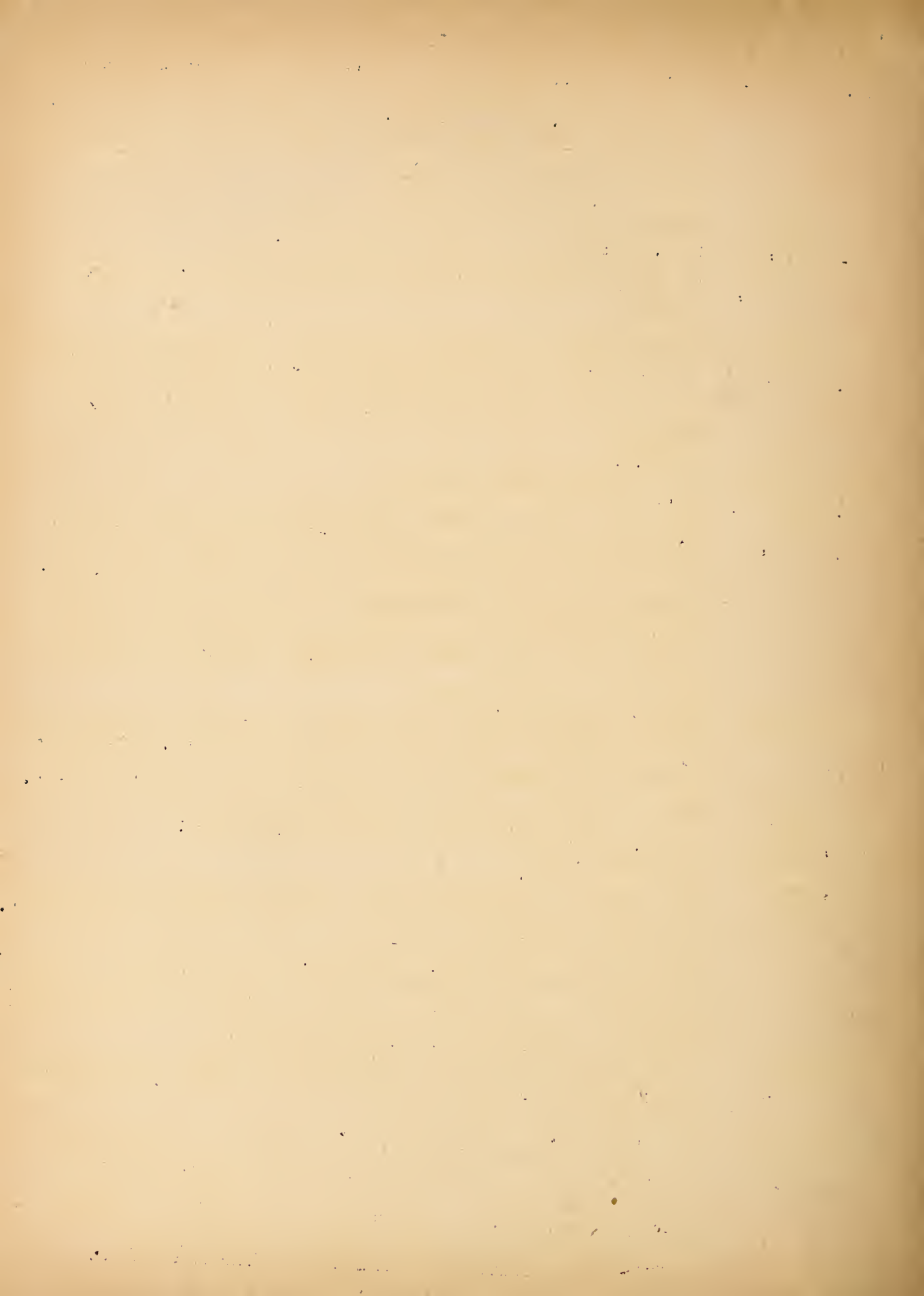
9. FREYMAN: Perhaps you're right! Particularly those mothers working in war industries. I'm sure these mothers are specially glad when their children are safe in school.

10. JOHN: Say...didn't those school bells make you just a little homesick?

11. FREYMAN: Yes...a little. I wonder how different we'd find school if we went back now!

12. JOHN: Back to when "you were my Queen in calico and I was your bashful barefoot beau"?

13. FREYMAN: (LAUGHINGLY)...Except that I wasn't thinking about the good-time side of school...(PENSIVELY)...I was thinking about all the advantages children have nowadays. Being able to enjoy hot lunches right at school, for instance.
14. JOHN: No...we didn't have anything like that...
15. FREYMAN: You know, Johnny...it's been a long time since we've visited a school.
16. JOHN: And I'm going to remedy that right now. It will take us only a few seconds to make this trip...about 4 seconds to go 3,000 miles...
17. FREYMAN: We're really traveling today!
18. JOHN: I'll say we are. Traveling right out to the heart of Southern California's aircraft production belt. And did you know, Mrs. Freyman, that Southern California is the big aircraft production center of the United States? Thousands of bombers and fighter planes are built out there.
19. FREYMAN: That's wonderful, Johnny...but for the life of me, I can't figure out what aeroplanes have to do with schools and lunch programs.
20. JOHN: Well, I suppose you can't read my mind, can you!
21. FREYMAN: I certainly can't.
22. JOHN: Well, right now, aeroplanes have a lot to do with school lunches... especially in Hawthorne, California, where we're going. You see, the children of the workers who live there must be fed while their parents are working in the aircraft factories.
- ENGINEER: CUE COMING UP FOR SWITCH TO HAWTHORNE, CALIFORNIA. SWITCH COMING AT 12:16 PM- EWT - 9:16 AM- PWT.
- JOHN (cont.) But I don't want to tell you the whole story of this ambitious school lunch program. Let the folks at the Hawthorne school do that. CONSUMER TIME takes you to Hawthorne, California.
- ENGINEER: SWITCH CONTROLS TO HAWTHORNE, 12:16:30 PM- EWT.



23. LA ANNCR: Greetings, Mrs. Freyman and Johnny...and CONSUMER TIME listeners everywhere. This is _____ speaking to you from the Washington Elementary School, at Hawthorne, near Los Angeles, California. Hawthorne, is the address for two large aircraft factories. It's also the address for several thousand war workers and their families...folks who had other addresses a few years ago. Nearly everyone in this locality will tell you "the people in Hawthorne...they do a good job...they know how to get together ...how to get things done." The story you're going to hear today is typically Hawthorne...it's typically American, too. No doubt you've already heard some familiar sounds in the background... the clatter of dishes...the voices of children. About 40 little tots are having breakfast here in the nursery school. At the mike with me is Mrs. Gerda Kendrick, director of this nursery school. You certainly have a large family, Mrs. Kendrick...it must keep you busy.
24. KENDRICK: But it's worth it, Mr. _____. Wouldn't you like to come over some day and help us.
25. ANNOUNCER: Not I...forty youngsters are a few too many!
26. KENDRICK: Sometimes we have seventy!
27. ANNCR: Now I know I wouldn't be any help. Are they here all day long?
28. KENDRICK: We're open twelve hours a day...
29. ANNCR: How can you keep the children occupied all that time?
30. KENDRICK: Oh, we have a regular routine. After breakfast, the tiny ones have a nap and the older children play. At ten o'clock, they all have cod liver oil and fruit juice. From then until dinner at 11:30, the children have supervised play. After dinner, it's time for a two-hour nap. In mid-afternoon, we serve milk and cookies. Then the children play until it's time to go home. ,
31. ANNCR: Well, at least, they're quiet when they're asleep.

32. KENDRICK: And other times, too. When they hear the piano chords and sit down to dinner, they're very quiet. They're saying grace. Why don't you stay for dinner today?
33. ANNCR: I'd like to.
34. KENDRICK: The food's very good.
35. ANNCR: Sounds inviting. I wish our radio audience could see the children seated at low round tables, eating breakfast.
36. KENDRICK: And over there the little tots in their highchairs!
37. ANNCR: Oh ho! They look very busy...aren't even taking their eyes off their food. I'd say this big family of yours ranges between two and five years old. Is that a good guess, Mrs. Kendrick?
38. KENDRICK: Very good.
39. ANNCR: They're certainly cleaning their plates...a sign they like the food and they like to eat. Here, let's talk with this young man at the front table. (ANNOUNCER TAKES MIKE TO TABLE WHERE OLDER BOYS ARE SEATED) Good morning, son...what's your name?
40. BOY: AD LIB ANSWER.
41. ANNCR: And you're how old?
42. BOY: AD LIB ANSWER.
43. ANNCR: Looks like you're enjoying breakfast...what did you have this morning?
44. BOY: AD LIB ANSWER.
45. ANNCR: That's fine. Now, here's a little girl, all smiles. Young lady, you seem to be having a good time at nursery school. Do you like it here?
46. GIRL: AD LIB ANSWER.
47. ANNCR: What's your name?
48. GIRL: AD LIB ANSWER.
49. ANNCR: ARE you the same age as our friend _____ here? You're how old? _____ years...quite a grown up young lady. Tell me...does your mother work in one of the aeroplane factories?

50. GIRL: AD LIB ANSWER.
51. ANNCR: Fine...you tell her for me she's doing a good job for her country.
Mrs. Kendrick...do most of the children belong to war workers?
52. KENDRICK: Yes...and to families where the mother works while the father is
in the Armed Forces.
53. ANNCR: These parents must get a real sense of security, knowing their
children have such good care.
54. KENDRICK: We hope they do. That's why we're here. You see Mr. _____,
this nursery is part of our school set-up. We receive money
under the Lanham Act to meet operation costs. Then we charge
sixty-five cents a day for each child's food.
55. ANNCR: And that's little enough for two meals a day, plus snacks in both
morning and afternoon. I hope we haven't interrupted your break-
fast, Mrs. Kendrick.
56. KENDRICK: Not at all, Mr. _____. Come back anytime. Children, let's
say goodbye to Mr. _____. Now all together.
57. CHILDREN: CHORUS "GOODBYE".
58. ANNCR: Goodbye, boys and girls. In this visit to the nursery school,
we've learned Part 1 of the story about wartime care for the child-
ren of Hawthorne, California. Next, we turn to Part Two...extended
day care for youngsters of school age. These older children of
working parents are supervised before and after school, and on
Saturdays. They have breakfast and lunch at school six days a
week, if necessary. Part three of our story is regular school
lunches. To learn more about this well-rounded program, we'll
visit with Mr. Oliver McCammon, superintendent of the five
grade schools in the Hawthorne district. I must say, Mr. McCammon,
you folks are doing a lot to meet the problems of war-working
parents.

59. McCAMMON: The answer, Mr. _____, is that we rate our children very high. In depression days, their health needed safeguarding with good lunches. But many parents couldn't afford lunches for their children. So, with community support and Government assistance, we built up a lunch program in our schools. Now, this program serves a wartime need. Many fathers are in the Armed Forces. Many mothers are war workers. In some families, both parents work. Thus the children need supervision and proper food while their parents are away from home. Then, of course a lot more people have moved here...and that adds to our problem.
60. ANNCR: How much has the population increased?
61. McCAMMON: About 8,000 in five years. We've had a thousand more children since 1939...that's over twice what we expected.
62. ANNCR: Must have put a lot of pressure on your school facilities.
63. McCAMMON: It has. We often wonder what we'd do if one more new pupil walks in the door.
64. ANNCR: What can you do.
65. McCAMMON: We have added some new rooms...but we're still overcrowded. We have double shifts in some classrooms and in our cafeterias.
66. ANNCR: Do all your schools have lunch programs?
67. McCAMMON: Every grade school in the district. Washington and Fifth Street schools have regular lunchrooms. The other schools have cafeteria-style kitchens. At two schools, the children eat at their desks. At one school, they eat in the park in summer and in classrooms in winter.
68. ANNCR: How many children eat these lunches?
69. McCAMMON: Over 800 in the district eat a complete lunch of salad, main hot dish, vegetables, dessert and drink. Another 800 bring lunches from home and buy a glass of milk for a penny.

70. ANNCR: A glass of milk for a penny. That's a lot of nourishment for so little money!
71. McCAMMON: We've kept the cost down on purpose so all the children could have milk. We started selling milk for a penny two years ago, under the Government school milk program. Our local Kiwanis Club underwrote it. While we didn't have to call on them for any money, we knew it was there if we needed it. The idea of milk for a penny was such a good one, we continued it. Now, we get a small reimbursement from the Office of Distribution.
72. ANNCR: Another evidence of community cooperation! How much does a child pay for a complete lunch?
73. McCAMMON: Fifteen cents...and we still serve some free lunches.
74. ANNCR: But not as many as you did in depression days.
75. McCAMMON: Oh no! Last term, 10 percent of the children had free lunches. But before the war industries developed, about half the children needed free lunches. In those days, we found out how very necessary a well-balanced lunch is. By the way, would you like to talk to one of the local pioneers of our lunch program?
76. ANNCR: How about Mrs. Dorothy Anderson, here? Is she a school lunch pioneer?
77. McCAMMON: Indeed she is. Back in the 40-41 term, she was PTA president at Washington school, and managed the cafeteria besides...for free, too.
78. ANNCR: That's a good record, Mrs. Anderson.
79. ANDERSON: We had to do something, _____. The children weren't getting enough food at lunchtime. They were coming to school day after day without lunches. They'd keep telling us they had mislaid their lunches. We knew very well they didn't have any lunch to lose...they were just too proud to tell the truth.

80. ANNCR: Like all youngsters...in a similar spot. Tell us about the term you handled the lunch program here at Washington school, Mrs. Anderson.
81. ANDERSON: Let's see. We had two PTA volunteers every day, and two WPA workers. We used surplus foods. Our lunches usually consisted of salad, main dish, dessert and drink. In summer we canned food for winter use. We fixed up a kitchen in a former cloakroom between two classrooms and served lunch out in the hall. We didn't have much to work with, but we were able to give the children a well-balanced lunch every day.
82. ANNCR: All that hard work and interest, Mrs. Anderson, made up for the lack of fancy equipment.
83. ANDERSON: And we had lots of community support. The local gas company donated stoves. The PTA bought our first refrigerator second-hand for \$20. Later on, the PTA bought a new one, and the school board helped out by paying for half.
84. McCAMMON: How about those morning baking sessions.
85. ANDERSON: Now, they really were something! We had plenty of flour of all kinds. Every morning from 8:30 to 11, we'd bake bread, muffins, cookies and cakes.
86. ANNCR: Does that make me hungry...home-made bread...to say nothing of cookies and cakes.
87. ANDERSON: The youngsters enjoyed them, too...especially the oatmeal and raisin cookies they had with their milk in the middle of the morning.
88. McCAMMON: You made some mighty good ice-cream with evaporated milk too.
89. ANDERSON: We've certainly come a long way since then, haven't we?
90. McCAMMON: Now we have the indemnity program, and buy practically all our food locally.

91. ANNCR: This indemnity program? Did it replace the old surplus commodity plan?
92. McCAMMON: Yes. We receive a monthly indemnity from the Office of Distribution, based on the kind of lunch we serve. So, we can serve a better lunch at a more reasonable price, and take care of children needing free lunches.
93. ANNCR: In other words, with this financial help from the Government, you can serve a full lunch for only fifteen cents.
94. McCAMMON: And we couldn't manage without it...or without the support we get in the community, from the PTA and other civic groups.
95. ANDERSON: All our efforts have been well rewarded, Mr. _____. They have paid high dividends for the children... Why, I've seen an undernourished child gain 20 pounds in six months just through the lunch program.
96. McCAMMON: One thing is certain...our experience has proved that school lunches fill an important and continuing need in our community.
97. ANNCR: And you have the spirit here to do the job! Thank you, Mrs. Dorothy Anderson of the Washington school PTA, and Mr. Oliver McCammon, superintendent of the Hawthorne school district. You know, folks, it's always fun to talk with children...and these youngsters at Hawthorne are no exception. But I'll warn you... the main topic of conversation in this neighborhood is aeroplanes. Here are a couple of lads who really speak the language, _____ and _____. Say, _____, have you seen any of those Black Widows?
98. 1st.BOY: You mean those slick black jobs, sorta like a P-38 only bigger? Sure, I can spot 'em every time.
99. ANNCR: They tell me your mother works in an aircraft plant, _____.
100. 1st.BOY: She's on the day shift over at _____...she's a _____. So I come to school awfully early.

101. ANNCR: Then you must eat breakfast here.
102. 1st.BOY: I do, sir...that makes it easier for my mother. I eat lunch here, too. I sure like it...the food's real good.
103. ANNCR: So I've heard. What do you usually have for lunch?
104. 1st.BOY: Let's see...yesterday we had _____.
105. ANNCR: All that! Makes me hungry hearing about it. How about you, (2nd boy) ...do you eat a lunch like that too?
106. 2nd.BOY: 'Course I do...and at school. About two hundred of us eat in the lunchroom every day at school...but we have a double shift 'cause we're so crowded.
107. 1st BOY: Part of the kids eat from 11:30 to 12:15...and then the rest eat from 12:15 to 1:00.
108. ANNCR: And that way you all get fed. Say, you boys seem to know as much about lunches as you do about planes. Speaking of planes... what about those Mustangs that are built out here?
109. 2nd BOY: They're one of the best fighters we got.
110. ANNCR: They seem to be doing a mighty good job of night fighting. By the way, _____, do you eat breakfast at school, too?
111. 2nd BOY: Just on week days...you see, my mom is home on Saturday. But I come over here to play on Saturdays.
112. ANNCR: Is your mother an aircraft worker?
113. 2nd BOY: Yes sir...you see, her day off is Saturday...she does her shopping then, 'cause nobody else is home to do it.
114. ANNCR: Then your father's away?
115. 2nd BOY: He's in the _____ (branch of service)...he sent me this badge.
116. ANNCR: Have you heard from him recently?
117. 2nd BOY: Yes...he's in _____ (country).
118. ANNCR: By the way...I suppose you both will be pilots when you grow up.
119. 1st BOY: Oh sure.
120. 2nd BOY: We want to travel, that's why.

121. ANNCR: Then be sure to have a good lunch every day...pilots have to be strong and healthy.
122. 1st BOY: I know...we have to eat lots of fruits and vegetables.
123. 2nd BOY: Yeah...Carrots so we can see to fly at night.
- ENGINEER: CUE FOR SWITCH TO WASHINGTON, D. C. COMING UP. UNDERSCORED.
SWITCH AT 12:27 PM- EWT...9:27 AM- FWT.
124. ANNCR: That's right. Thanks, _____ and _____ for telling us about school lunches and aeroplanes. This is _____ speaking from Hawthorne, California, and returning you to CONSUMER TIME in Washington, D. C.
- ENGINEER: SWITCH TO WASHINGTON, D. C.
125. JOHN: Now I know why the word "community" comes first when they talk about school lunch programs. It's people like Mr. McCammon, Mrs. Kendrick and Mrs. Anderson who've put that word "community" in there.
126. FREYMAN: And think of what all this has meant to the children. The personal interest of local people is what makes a school lunch program come alive.
127. JOHN: Say, Mrs. Freyman...what about this year's program? Is the Government part of the program about the same as last year?
128. FREYMAN: Yes, from what I've heard, Johnny. Just as Mr. McCammon explained, it will help schools to serve better lunches, and to take care of children unable to pay for lunches. But, here, have a look at ^{all} this leaflet...it will answer/your questions.

1. The first part of the document is a list of names and addresses, which are arranged in a columnar fashion. The names are written in a cursive script, and the addresses are written in a more formal, printed style. The list appears to be a directory or a roster of some kind.

2. The second part of the document is a series of short, handwritten notes or entries. These are written in a cursive script and are arranged in a columnar fashion, similar to the first part. The notes appear to be related to the names and addresses listed in the first part.

3. The third part of the document is a series of short, handwritten notes or entries. These are written in a cursive script and are arranged in a columnar fashion, similar to the first part. The notes appear to be related to the names and addresses listed in the first part.

4. The fourth part of the document is a series of short, handwritten notes or entries. These are written in a cursive script and are arranged in a columnar fashion, similar to the first part. The notes appear to be related to the names and addresses listed in the first part.

5. The fifth part of the document is a series of short, handwritten notes or entries. These are written in a cursive script and are arranged in a columnar fashion, similar to the first part. The notes appear to be related to the names and addresses listed in the first part.

6. The sixth part of the document is a series of short, handwritten notes or entries. These are written in a cursive script and are arranged in a columnar fashion, similar to the first part. The notes appear to be related to the names and addresses listed in the first part.

7. The seventh part of the document is a series of short, handwritten notes or entries. These are written in a cursive script and are arranged in a columnar fashion, similar to the first part. The notes appear to be related to the names and addresses listed in the first part.

8. The eighth part of the document is a series of short, handwritten notes or entries. These are written in a cursive script and are arranged in a columnar fashion, similar to the first part. The notes appear to be related to the names and addresses listed in the first part.

9. The ninth part of the document is a series of short, handwritten notes or entries. These are written in a cursive script and are arranged in a columnar fashion, similar to the first part. The notes appear to be related to the names and addresses listed in the first part.

10. The tenth part of the document is a series of short, handwritten notes or entries. These are written in a cursive script and are arranged in a columnar fashion, similar to the first part. The notes appear to be related to the names and addresses listed in the first part.

129. JOHN: Oh yes! "Lunch at School", it's called. And it tells how the program operates, who is entitled to Government assistance...how much is allowed for each type of lunch. In fact, this leaflet tells the how and why of the whole school lunch program. Can you add to the story, Holly Wright?
130. WRIGHT: Yes, Johnny. Friends this leaflet, "Lunch at School"...is offered free to everyone who writes in for it. Simply address your card or letter to CONSUMER TIME, Washington 25, D. C. Maybe the school in your community doesn't have any sort of lunch program. Perhaps you...and your friends and neighbors are interested in finding out just HOW to get a lunch program started in your neighborhood school! It's a vitally important project...already in effect in thousands of schools throughout the country. If you're interested in just how to start a school lunch program in your community... simply send for the free leaflet "Lunch at School". Write to CONSUMER TIME, Washington 25, D. C., and please be sure to include your name, address, and the call letters of the station to which you are listening. That address again...CONSUMER TIME, Washington 25, D. C.
131. FREYMAN: And now, Johnny...next week...we have a special surprise on CONSUMER TIME. We are going to have with us the famous radio star of the "Can You Top This" show...Mr. Harry Hershfield. In his own inimitable style, he's going to give us some inside dope on exciting new "wonder foods" that are just coming on the market.
132. JOHN: The idea being...that we'll tell him about a modern "wonder food" ...and he'll "top it" with a story of his own!
133. FREYMAN: Sounds like a laugh every minute...next week...
134. JOHN: When we present Harry Hershfield, star of "Can You Top This"... in another edition of...

135. SOUND: CASH REGISTER
136. ANNCR: CONSUMER TIME!
137. SOUND: CASH REGISTER
138. JOHN: How you money buys a living in wartime!
139. SOUND: CASH REGISTER....CLOSE DRAWER
140. ANNCR: CONSUMER TIME is presented by the War Food Administration through the facilities of the National Broadcasting Company and its affiliated independent stations. This broadcast period for CONSUMER TIME has been made available as a public service.
- This is the National Broadcasting Company.

